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# PARKSIDE HOUSE SCHOOL

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## EAL POLICY



JULY 1, 2014  
PARKSIDE HOUSE SCHOOL

## English as an Additional Language (EAL) Policy

### Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

### Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Amended Race Relations Act 2000.
  - To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
  - To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
  - To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
  - To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### Strategies

#### *School/class ethos*

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
  - Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
  - Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
  - Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
  - Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
  - Group children to ensure that EAL pupils hear good models of English
  - Use collaborative learning techniques
  - Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
  - Explain how speaking and writing in English are structured for different purposes across a range of subjects
  - Ensure that there are effective opportunities for talking, and that talking is used to support writing

#### *Assessment*

- We carry out on-going recording of attainment and progress in line with agreed school procedures.

### ***Access and support***

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
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### **Responsibilities**

- School administrator will obtain information on new pupils with EAL including;
  - Language spoken at home
  - Information from previous school including information on the level of English studied/ used.

### ***Headteacher*** ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

### ***Class/subject teacher will***

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

### **Monitoring and Review**

This policy document will be monitored by the Head Teacher and board Governors.